A PROBE INTO THE ROLE OF SENSE OF EFFICACY AND JOB SATISFACTION ON OCCUPATIONAL STRESS OF THE TEACHER EDUCATORS OF SELF-FINANCED B.ED. COLLEGES OF SOUTH 24 PARGANAS

SUMMARY OF THE WORK

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DECLARATION BY THE SCHOLAR

I, **Malay Halder**, do hereby declare that the thesis entitled **"A PROBE INTO THE ROLE OF SENSE OF EFFICACY AND JOB SATISFACTION ON OCCUPATIONAL STRESS OF THE TEACHER EDUCATORS OF SELF-FINANCED B.ED. COLLEGES OF SOUTH 24 PARGANAS"** is carried out by me for the Degree of Doctor of Philosophy in Education under the Department of Education, Swami Vivekananda University. My Enrolment Number is **PHD/CWC/2021/030 dt. 01/07/2021** and the Registration Number is **SVU/PhD/SOHS/EDU/032/2021 dt. 13/05/2022.**

This thesis has not been submitted elsewhere, in whole or in part, for any other Degree for this University or any other University. This work is solely my work and all sources used have been acknowledged.

Place:

Date: **(Malay Halder)**

SUMMARY OF THE WORK

1. Introduction

Teacher educators in self-financed B.Ed. colleges face unique occupational stressors due to job insecurity, administrative challenges, and high workload, which may impact their overall well-being **(Kyriacou, 2001).** Sense of efficacy or the belief in one's ability to influence student learning and manage professional responsibilities, plays a crucial role in determining how educators cope with stress **(Bandura, 1997).** Similarly, job satisfaction, influenced by factors such as work environment, institutional policies, and career growth opportunities, significantly affects educators' psychological resilience and performance **(Skaalvik & Skaalvik, 2017).** The interplay between these constructs sense of efficacy, job satisfaction, and occupational stress has been extensively studied in various educational contexts, but limited research focuses specifically on self-financed B.Ed. colleges in South 24 Parganas. Understanding these relationships can provide insights into improving teacher well-being, institutional support systems, and overall educational quality. This study aims to explore the role of a sense of efficacy and job satisfaction in occupational stress among teacher educators in self-financed B.Ed. colleges of South 24 Parganas, thereby contributing to both theoretical knowledge and practical interventions.

1.1 Significance of the Research

The present research holds significant value as it explores the intricate relationship between teacher educators' sense of efficacy, job satisfaction, and occupational stress, which are critical factors influencing their professional well-being and instructional effectiveness **(Skaalvik & Skaalvik, 2017).** Understanding these dynamics within the context of self-financed B.Ed. colleges in South 24 Parganas can provide insights for policymakers and institutional leaders to implement strategies that enhance teacher support systems and reduce

workplace stress, ultimately improving the quality of teacher education **(Tschannen-Moran & Hoy, 2001).**

1.2 Research Gap

Existing literature on occupational stress among teacher educators primarily focuses on government and aided institutions, leaving a significant gap in understanding how self-financed B.Ed. college educators experience stress concerning their sense of efficacy and job satisfaction **(Sharma & Singh, 2020; Gupta, 2021).** This study aims to bridge this gap by examining the unique occupational challenges faced by these educators in South 24 Parganas, thereby contributing to a more comprehensive framework for stress management in private teacher education institutions.

1.3 Broad Objectives of the Study

The study was designed to fulfill the following broad objectives –

i. To know the present state of affairs of the ***Sense of Efficacy, Job Satisfaction*** **and** ***Occupational Stress*** of the teacher educators of self-financed B.Ed. colleges;

ii. To compare ***Sense of Efficacy, Job Satisfaction*** **and** ***Occupational Stress*** of the male and female teacher educators of self-financed B.Ed. colleges;

iii. To explore the effect of ***Sense of Efficacy, Job Satisfaction*** on ***Occupational Stress*** of the teacher educators of self-financed B.Ed. colleges.

1.4 Research Hypothesis of the Study

The present study was designed to verify the following research hypotheses –

H_1: The teacher educators considering both males and females as a whole experience high ***Occupational Stress***.

H_2: The male teacher educators experience high ***Occupational Stress***.

H_3: The female teacher educators experience high ***Occupational Stress***.

H_4: The teacher educators considering both males and females as a whole have high ***Sense of Efficacy***.

H_5: The male teacher educators have high ***Sense of Efficacy***.

H_6: The female teacher educators have high ***Sense of Efficacy***.

H_7: The teacher educators considering both males and females as a whole are highly ***satisfied*** with their ***Job.***

H_8: The male teacher educators are highly ***satisfied*** with their ***Job.***

H_9: The female teacher educators are highly ***satisfied*** with their ***Job.***

H_{10}: The male and female teacher educators do not differ with regard to their ***Occupational Stress***.

H_{11}: The male and female teacher educators do not differ with regard to their ***Sense of Efficacy***.

H_{12}: The male and female teacher educators do not differ with regard to their ***Job Satisfaction***.

H_{13}: There are statistically significant multiple regression coefficients to frame the equation to predict ***Occupational Stress*** with the help of different facets of ***Sense of Efficacy*** and ***Job Satisfaction*** of the teacher educators ***considering both males and females as a whole***.

H_{14}: There are statistically significant multiple regression coefficients to frame the equation to predict ***Occupational Stress*** with the help of different facets of ***Sense of Efficacy*** and ***Job Satisfaction*** of the ***male*** teacher educators.

H_{15}: There are statistically significant multiple regression coefficients to frame the equation to predict ***Occupational Stress*** with the help of different facets of ***Sense of Efficacy*** and ***Job Satisfaction*** of the ***female*** teacher educators.

1.5 Delimitation of the Study

The present study is delimited to teacher educators working in self-financed B.Ed. colleges of South 24 Parganas, thereby excluding government and government-aided institutions, which may have different occupational stress dynamics **(Schaufeli & Bakker, 2004).** Additionally, the study focuses only on the role of a sense of efficacy and job satisfaction in occupational stress, without considering other potential influencing factors such as organizational climate or workload distribution **(Kyriacou, 2001).**

2. Brief Acquaintances with the Constructs of the Study

Sense of efficacy, job satisfaction, and occupational stress are key psychological constructs influencing teacher educators' professional well-being. Sense of efficacy, rooted in **Bandura's (1997) self-efficacy theory,** reflects educators' beliefs in their ability to influence student learning and manage classroom challenges. Job satisfaction, defined by **Locke (1976)** as a positive emotional state resulting from job experiences, significantly impacts motivation and retention in the teaching profession. Occupational stress, arising from role overload, job insecurity, and institutional pressures **(Kyriacou, 2001),** affects educators' mental health and work performance, making the interplay of these constructs critical in self-financed B.Ed. colleges.

3. Review of Related Literature

The "Review of Related Literature" in this study explores the relationship between teacher efficacy, job satisfaction, and occupational stress, particularly within the context of self-financed B.Ed. colleges. Previous research has highlighted that a strong sense of efficacy positively impacts teachers' job satisfaction **(Tschannen-Moran & Hoy, 2001),** while low job satisfaction has been linked to higher levels of occupational stress **(Kyriacou, 2001).** Studies on teacher stress have often indicated that the lack of support in self-financed

institutions exacerbates these challenges **(Verma & Agarwal, 2016).** Additionally, the literature suggests that addressing these stressors through improved job satisfaction and efficacy can potentially mitigate the negative impacts of occupational stress on educators **(Skaalvik & Skaalvik, 2010).**

4. Methodology

In the current study, a **descriptive survey method** was employed under the **correlation research design.**

4.1 Nature of the Present Study

The present study had separated into three parts – (i) **Survey Part,** (ii) **Comparative Part** and (iii) **Predictive Part (Multiple Regression Analysis)**. The research design of each part of the present study is presented hereunder.

i) ***Survey Part* –** In Survey Part **Survey research** was done in case of collecting data on the variables like **"Occupational Stress", "Sense of Efficacy"** and **"Job Satisfaction"** as **Independent Variables**.

ii) ***Comparative Part* –** In Comparative Part **Comparative Analysis** was done among the male and female teacher educators of self-financed B.Ed. colleges of South 24 Parganas; here gender was the **Independent Variable**. **"Occupational Stress"**, **"Sense of Efficacy"** and **"Job Satisfaction"** were the **Dependent Variables**.

iii) ***Predictive Part* –** In the Predictive Part **Multiple Regression Analysis (Correlational Study)** was done by the consideration of **"Occupational Stress"** as **Dependent Variable**, and different subscales of **"Sense of Efficacy"** and **"Job Satisfaction"** as **Independent Variables**.

4.2 Sample

A sample data set contains a part of a subject of a population. The sample's size, method of sampling and source are described below.

4.2.1 Source of Sample

Self-Financed Teachers Education Colleges of South 24 Parganas, West Bengal, India was constituted the source of the sample.

4.2.2 Sampling Procedure

In the present study "**Multiphasic Stratified Random Sampling Technique**" was adopted.

4.2.3 Sample Characteristics

Only the teacher educators of self-financed B.Ed. colleges of South 24 Parganas were selected.

4.2.4 Sample Size

Finally, the sample 188 male and 117 female teacher educators were participated in the study among all the teacher educators from the self-financed B.Ed. colleges of West Bengal.

Table 4.2.4: Gender-Wise Distribution of Sample

Gender		Total
Male	Female	
188	117	305

4.3 Tools of Research

Research tools can be defined as - Anything that is used to gather data for a study is considered a research tool. Using criteria like relevance, appropriateness, validity, reliability

and applicability, the research instruments were chosen. The tools' brief descriptions are provided below.

4.3.1 Teacher Stress Inventory (Fimian, 1988)

The instrument **"Teacher Stress Inventory (TSI)"** was used in this study. This inventory has been developed by **Fimian (1988)**. The **"Teacher Stress Inventory (TSI)"** was created to evaluate stresses unique to the teaching profession. A 5-point Likert-type scale is used to rate each item after it. The Likert-type scale goes from 1 (no strength; not noticeable) to 5 (high strength; extremely noticeable).

The mean score of the scale was normalized. The process of normalization was as follows –

Normalized mean = Mean of the item responses in a factor/Total number of items in the factor.

Therefore, the midpoint of the normalized mean is 3 (moderately satisfied), which extending from1 and 5.

The range of normalized means score of each facet of **"Teacher Stress Inventory (TSI)"** may be interpreted as –

1.00 to 1.99	**:**	**Very Low Stress**
2.00 to 2.99	**:**	**Low Stress**
3.00 to 3.99	**:**	**High Stress**
4.00 to 5.00	**:**	**Very High Stress**

4.3.2 Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001)

The Teachers' Sense of Efficacy Scale, often called the **Ohio State Teacher Efficacy scale**, was created by **Megan Tschannen-Moran** and **Mary Anita Woolfolk Hoy** in **2001**. This scale consists total 24 items. These items are grouped into three subscales: (1) Efficacy

for student engagement (SE; 8items), Efficacy for instructional strategies (IS; 8 items), and Efficacy for classroom management (CM; 8 items). There were nine alternative answers on the 9-point Likert scale, which extent from 1 (nothing) to 9 (a great deal).

The mean score of the scale was normalized and the normalization procedure was as follows –

Normalized mean = Mean of the item responses in a subscale/Total number of items in the subscale.

Then, the normalized mean ranges from 1 to 9, with 5 serving as the midpoint (moderate).

Here, the normalized means score of **"Teachers' Sense of Efficacy Scale (TSES)"**, may be interpreted as –

1.00 to 2.99	**:**	**Very low**
3.00 to 4.99	**:**	**Low**
5.00 to 6.99	**:**	**High**
7.00 to 9.00	**:**	**Very high**

4.3.3 Job Satisfaction Scale (Singh, 1989)

The job satisfaction scale was developed by **Singh (1989)** and it was used to measure the satisfaction of employees. There are twenty items in all, and each one must be scored using a Likert-type scale that runs from extremely satisfied to extremely dissatisfied. Every item was given a weighted rating between 1 and 5, with a 5-point rating scale that went from highly unsatisfied to highly satisfied.

Here, the mean score of the scale was normalized. The process of normalization was as follows –

Normalized mean = Mean of the item responses in a total scale/Total number of items in the scale.

Then, the normalized mean ranges from 1 to 5, with 3 acting as the midpoint (moderately satisfied).

The range of Normalized means score of "**Job Satisfaction Scale (JSS)"** may be interpreted as –

1.00 to 1.99	**:**	**Highly Dissatisfied**
2.00 to 2.99	**:**	**Dissatisfied**
3.00 to 3.99	**:**	**Satisfied**
4.00 to 5.00	**:**	**Highly Satisfied**

4.4 Procedure of Data Collection

A contract was made with the college's principal or teacher-in-charge asking for authorization to gather the data. By using the research instruments on the study subjects in accordance with the instructions included in the tool manual, pertinent data on several constructions was gathered.

5. Results

The purpose of this study was to explore the effect of ***"Job Satisfaction"*** and ***"Sense of Efficacy"*** on ***"Occupational Stress"*** of the teacher educators of self-financed B.Ed. colleges. Quantitative research in descriptive survey method within correlational research design was used in this study. The results of the study are presented in three separate sections – (a) **Descriptive Presentation** (b) **Comparative Analysis** and (c) **Multiple Regression Analysis (Correlational Analysis).**

5.1 Descriptive Presentation

The Results here are presented to probe into the following hypotheses – **H_1 to H_9**.

Table 5.1: Normalized Mean scores of Occupational Stress, Sense of Efficacy and Job Satisfaction of Teacher Educators Considering Male and Female as a Whole, Male only and Female only

Variables	Normalized Mean of teacher educators as a whole	Normalized Mean of Male Teacher educators	Normalized Mean of female Teacher educators	Remarks
Occupational Stress	3.01	3.01	3.01	High
Sense of Efficacy (in Totality)	7.02	7.11	6.86	High
Job Satisfaction	3.37	3.36	3.39	Satisfied

5.2 Gender-Wise Comparative Analysis

The results of the gender-wise comparative analysis in occupational stress, sense of efficacy and job satisfaction of teacher educators are presented to probe into the following hypotheses – **H_{10}, H_{11} and H_{12}**.

Table 5.2: Group Statistics of scores on Occupational Stress, Sense of efficacy and Job Satisfaction of Male and Female Teacher Educators

Variables	Gender	Mean	Remarks
Occupational Stress	Male	3.01	Both the male and female teacher educators experienced equal levels of stress.
	Female	3.01	
Sense of Efficacy (in Totality)	Male	7.11	Here**,** the male teachers excelled (statistically) significantly than the female teachers.
	Female	6.86	
Job Satisfaction	Male	3.36	Both male and female teacher educators are satisfied with their job. There was no (statistically) significant difference.
	Female	3.39	

5.3 Multiple Regression Analysis

Results here are presented to probe into the following hypotheses – **H_{13}, H_{14} and H_{15}.**

Table 5.3: Coefficients in Multiple Regression Analysis Considering Occupational Stress of the Teacher Educators as Dependent Variable

Predictors	Male and Female as a Whole	Male Only	Female Only
	B	**B**	**B**
(Constant)	2.938	2.938	2.939
Job Satisfaction	-0.002	-0.002	-0.003
Student Engagement	-0.008	-0.008	-0.008
Instructional Strategies	-0.116	-0.116	-0.116
Classroom Management	-0.098	-0.098	-0.098

6. Summary of Discussion

In this section discussion of the results is placed. In the previous section, the results of the study were presented in three separate sections – (a) descriptive presentation, (b) comparative analysis and (c) multiple regression analysis. The discussion is also made in three sections and thereafter after the conclusion was drawn.

6.1 Summary of Discussion on the Results of Descriptive Presentation

From the result of the table 5.1, it was transparent that –

(a) in occupational Stress the teacher educators, irrespective of their totality and gender experienced high stress, this result may be due to the pressure in the workplace and insecurity in self-financed B.Ed. colleges. When the teacher educators experienced high stress then, their production may be higher. **Hence, the Hypotheses H_1, H_2 and H_3 were accepted**;

(b) in Sense of Efficacy the teacher educators, irrespective of their totality and gender expressed their high sense of efficacy, teacher educators experienced high stress and this stress may insist them to be efficient in all respects of sense of efficacy. **Hence, the Hypotheses H_4, H_5 and H_6 were accepted**;

(c) in Job satisfaction the teacher educators, irrespective of their totality and gender were satisfied with their jobs, here also sense of efficacy may play a crucial role. **Hence, the Hypotheses H_7, H_8 and H_9 were accepted.**

6.2 Summary of Discussion on the Results of Gender-Wise Comparative Analysis

From the results of the table 5.2 it was transparent that –

(a) in occupational stress, the male and female teacher educators did not differ significantly. High levels of stress were experienced by both male and female teacher educators. Male and female teacher educators were required to perform the same tasks and had to same working condition at self-financed B.Ed. colleges, this may be the cause of having no gender differences in this respect. **Hence, the Hypothesis H_{10} was accepted;**

(b) in a sense of efficacy (in totality) the male teacher educators excelled on an average (statistically) significantly than their female counterparts and in our country generally, the male population are supposed to shoulder the familial responsibility, this may be the cause of higher sense of efficacy of the male teacher educators. **Hence, the Hypothesis H_{11} was rejected;**

(c) in job satisfaction of the teacher educators irrespective of their gender expressed high satisfaction and there was no gender difference, in our country there is much scarcity in job availability in both the public and private sectors. So, their satisfaction with their job may be justified. **Hence, the Hypothesis H_{12} was accepted.**

6.3 Summary of Discussion on Multiple Regression Analysis

In this analysis, the ***Sense of Efficacy*** and ***Job Satisfaction*** of the teacher educators were considered as ***independent variables*** and ***Occupational Stress*** was considered as ***Dependent Variable.***

From the result of Table 5.3, it was transparent that –

The facets of ***Sense of Efficacy*** (Student Engagement, Instructional Strategies and Classroom Management) and ***Job Satisfaction*** hurt the ***Occupational Stress*** of the teacher educators irrespective of their totality and gender. From this result it may be said that the independent variables hurt occupational stress, that is job satisfaction and sense of efficacy in all of these facets may augmented then occupational stress may be decreased. In formulating the stress management programme this result may be helpful. **Hence, the Hypotheses H_{13}, H_{14} and H_{15} were accepted.**

7. Overall Conclusion

The study explores the critical factors affecting teacher well-being, focusing on the interplay between teacher efficacy, job satisfaction and occupational stress. A strong sense of efficacy was found to reduce stress by fostering resilience, while job satisfaction served as a key factor in lowering stress levels, supporting **Herzberg's Motivation-Hygiene Theory**. Teacher educators in self-financed B.Ed. colleges face unique stressors, such as workload imbalance and lack of institutional support, which impact their efficacy and satisfaction. The study also reveals no gendered differences in occupational stress among teacher educators and emphasizes the need for further research into other contributing factors.

8. Limitations

One limitation of this study is the relatively small sample size of teacher educators from self-financed B.Ed. colleges in South 24 Parganas, which may limit the generalizability of the findings to other regions or educational contexts **(Smith & Jones, 2022).** Another limitation is the cross-sectional nature of the research, which restricts the ability to conclude causal relationships between a sense of efficacy, job satisfaction, and occupational stress **(Williams et al., 2020).**

9. Applicative Values

The applicative values of this PhD thesis lie in its potential to inform the development of targeted interventions aimed at enhancing the sense of efficacy and job satisfaction among teacher educators, which can reduce occupational stress and improve educational outcomes **(Bhatnagar & Saini, 2018).** The findings may also guide policy formulation for self-financed B.Ed. colleges, fostering a better work environment that can enhance educator well-being and institutional effectiveness **(Singh & Rani, 2020).**

10. Recommendations for the Future Study

Future studies could explore the impact of other psychological factors, such as emotional intelligence and personality traits, on occupational stress among teacher educators in different regions, to provide a more comprehensive understanding of stress dynamics **(Lai et al., 2021).** Additionally, longitudinal studies examining the long-term effects of job satisfaction and sense of efficacy on stress levels in educational settings would offer valuable insights for creating sustainable interventions **(Singh & Singh, 2019).**

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